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## ABSTRACT

This book is designed to help educators provide effective instruction to students with disabilities in inclusive classrooms. Chapters address: (1) the concepts of inclusive society, schools, classrooms and services; (2) legal foundations for inclusion and government support for education; (3) the qualities of inclusive schools and classrooms; (4) individualized education programming, assessment and diagnosis of problem situations, prescriptive teaching, and services; (5) working as a member of an education team; (6) the parents' role in the decision-making process shared with practitioners; (7) assessment and evaluation, including the ecobehavioral interview with teachers, parents, and children, the portfolio, and curriculum-based assessment; (8) the organization and management of inclusive schools and classrooms; (9) structuring programs for all learners; (10) principles of learning, reinforcement, shaping, cueing, modeling, and contingency contracting; (11) self-management; (12) group strategies for problem-solving; (13) individual strategies for designing and implementing comprehensive interventions; and (14) moving learners from restrictive to inclusive classrooms. The final chapter presents three case studies of children with disabilities in inclusive classrooms. Each chapter includes learning objectives, a variety of figures and tables to support the narrative, a summary, a self-evaluation quiz, a "Make the Language Your Own" exercise, application activities, and references. An appendix contains answer keys for the self-evaluation and make the language your own sections. (CR)

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